INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2022

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Research, Grants and Community Engagement   **Program:** CWE Cooperative Work Experience   **Current Academic Year:** 2021-22

Last Academic Year CPPR Completed: 2017-18   **Current Date:** March 7, 2022

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I.   GENERAL PROGRAM INFORMATION

Program Mission (optional)

Work Experience Education is a structured educational process that combines real-world work experiences gained by students with regular academic or vocational instruction and is considered to be an integral part of the community college curriculum. Work Experience Education courses provide experiential learning activities to strengthen student learning and reinforce the student's effective work habits, attitudes and career awareness, thereby enhancing the student's marketable skills.

Work Experience is a District-initiated program of education consistent with California Administrative Code, Title 5, Section 55250, consisting of General Work Experience Education and Occupational Work Experience Education. Title 5 Section 55250.3 defines Work Experience Education to include employment of student in part-time jobs selected and approved as having educational value for the students employed therein and coordinated by college employees.

Work Experience is part of the Work-Based Learning Continuum and provides students with opportunities to receive college credit for learning through paid and unpaid work experiences. The Chancellor's Office has confirmed in diverse communications that work-based learning is an important tool for the community college to fulfill its mission. Vision Goal #4, which is, appropriately also one of Cuesta's Institutional Goals (#5), is directly supported by the Work Experience course and program. As transfer-level credits, Work experience is a primary avenue for students make progress towards earning the college degree that prepares them for an in-demand job (Vision Goal #1) while entering and building momentum in their career path ()Vision Goal #4).

Work Experience provides a framework for coordination and dialogue between an employee and supervisor around work-based learning, developing leraning objectives, aquiring and applying technical knowledge and skills and exploring career opporutnies in the field.

Brief history of the program

Since January of 2010 the Work Experience program has been under Community Engagement department (formerly Workforce Economic Development and Community Programs). The District Plan, which was first required by the Chancellor's Office and due in May 2010, was developed, presented and approved through the shared governance process. The District Plan is a description of how the college satisfies the essential features of Work Experience, which are mandated and outlined in Education Code. In Fall 2019 AP 4103 confirming Work Experience as a college program was approved by College Council, Academic Senate and the Board of Trustees.

Work Experience is one of the programs under Career Connections and is coordinated with the Internship program, Employent Services and Professional Development Studies (Customer Service Academy and Supervision Management courses).

A draft of a revised District Plan for Work Experience program was prepared and subitted to the VP of Instruction in Fall 2020 with significant clarification of policies, updates to program process, and an attempt to clarify faculty and staffing for the program. Because faculty and staffing roles and assignment are a required component of the plan it has been on hold pending clarification of these elements.

Per Education Code, Work Experience courses fall into two categories: General Work Experience (WEXP 251) and Occupational Work Experience (WEXP 252). WEXP 251 applies to employment that is not related to the student's major or career goal. This course is not repeatable. WEXP 252 requires that the employment is related to the student's major or career goal and is repeatable. Occupational Work Experience courses within academic disciplines developed and became effective Spring 2019. This allows students to earn credits with their major for Work Experience. Certain disciplines have or will apply credits from this Work Experience course to meeting a requirement for a certificate in that discipline. One example is Automotive repair (ATCH 252).

Include significant changes/improvements since the last Program Review

The Work Experience program has had to adjust to a drop in demand of the course, which likely stems from several factors: challenging jobs environment due to Covid, recent enforcement of Financial Aid regulations that makes Work Experience ineligible for aid for many students, and the Chancellor's Office Strategy to

minimize the number of units a student accumulates to complete a degree. Nevertheless, Work Experience remains a valuable program that allows students to acquire and practice valuable employability skills and, gain knowledge and experience in the field of their career or major. This program also provides a context for the college to connect with and serve local employers and community-based agencies.

The College District Plan for Work Experience, which is required by the Chancellor's Office, was first developed in and approved in 2010. Most colleges in the state have subsequently updated their District Plan to reflect changes in process and personnel affecting the program. A draft of an updated District Plan for Work Experience was presented to Admin in Fall 2020 but has yet to be reviewed or acknowledged. There are elements of the plan that are pending clarification of policy, process and personnel, which are required by the Chancellor's Office.

All course materials- forms and assignments, orientation/quiz- were reviewed and updated, drawing on best practices from colleges around California. One exemplary college is the 3-college San Diego Community College District. In Spring 2020 the program integrated Canvas as the mode of distributing and collecting material from students, as well as communicating with students and providing feedback.

With the onset of Covid-19, the requirement of a face-to-face meeting between the Faculty Advisor and student as well as an in-person Job Site Visit were suspended. This allowed the program to continue to hold these required meetings in a virtual format (Zoom). January 5, 2022, the Chancellor issues *Executive Order 2022-1 entitled Suspension of Regulations Related to Cooperative Work Experience and District Audit Timelines to the COVID-19 State of Emergency*. This Executive Order goes through the beginning of Fall 2022.

The value of the Work Experience course, that it helps students learn about, acquire and demonstrate core workplace competencies, is confirmed in regular student and employer testimonies. Work Experience offers a framework for an employee and supervisor to identify and work on specific job-related learning objectives, which often address existing performance and communication issues. From this perspective, Work Experience could be better promoted with employers/supervisors to make this opportunity more visible to the employers.

List current faculty, including part-time faculty
There are no full-time faculty in the CWE program.

Part-time faculty include:
Julie Franklin
Jennifer Kirn

Bonnie Woodson

Describe how the Program Review was conducted and who was involved

As Director of the Department and administrator of the Work Experience program, Matthew Green prepared a draft of the CPPR report, with input and review from Julie Franklin, Faculty Advisor, and Rachel Goddard, clerical support for the program.

II. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Identify how your program addresses or helps to achieve the District's Mission Statement.
The Work experience program, within the context of the Career Connections team, pro-actively pursues opportunities to learn more about, plan for and practice an approach to delivering the program in a way that is inclusive and that inspires a diverse student population to achieve their educational goals.
Through student learning objectives such as setting and accomplishing learning objectives in the domains of core workplace competencies, technical skills and career exploration, Work Experience program supports students in their efforts to improve foundational skills, earn certificates or associate degrees and advance in the workforce. Through the challenging learning opportunities inherent in the real-life, work-based learning context the Work Experience program promotes cultural, intellectual, personal, and professional growth and prepares students to become engaged citizens in our increasingly complex communities and world.

B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.
Institutional Goal 1: Access: Increase student access to higher education/Institutional Objective 1D: Increase career pathways for local high school students
Work Experience provides an opportunity for students to earn transfer credits related to their educational objective and pursue career exploration in this field and area of study. Work Experience further enhances access to higher education in that this course often represents the portal into college and first college experience and thus promotes considering college as a resources for career exploration, planning and development.
Institutional Goal 2: Completion: Increase the number of students earning an Associate Degree including Associate Degrees for Transfer (ADT), credentials, certificates, or specific job-oriented skill sets.
Since Work Experience facilitates students completing transfer-level credits while still working and thus funding their college, this program helps students continue at Cuesta and complete their Associate Degree.
Institutional Goal 3: Transfer: Increase the number of students who transfer annually to a California State University (CSU) or University of California (UC)

4 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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The Work Experience program facilitates students learning about, accessing and completing one or more internship that then enhances the students application to a four-year college program.

Institutional Goal 4: Unit Accumulation-Decrease the average number of units accumulated by Cuesta College students

This Institutional Goal could potentially runs counter to the objective of decreasing the number of units students accumulate. Since the Work Experience courses do not satisfy a degree or certificate requirement (other than for discipline-based Work Experience courses) and can only count as an elective these units add to the total number of credits a student would accumulate. The benefit to the student of learning and practicing workplace competencies, exploring a career and acquiring hands-on work experience applying technical knowdge and skills related to their major does justify the college and counselors encouraging students to participate in Work Experience.

Institutional Goal 5: Workforce-Increase the proportion of exiting students who report being employed in their field of study

The Work Experience program is a premier instrument of the college for accomplishing this Institutional Goal. By the very nature of the program, students are more likely to exit into employment in their field of study as a result of participating in the course. One feature of the course content (embedded in the orientation and the Faculty Advisor meeting and well as communications from the Program Office) is that it promotes the opportunity for students to complete an internship in their field of study, which then gives them access to and experience in this career and thus makes it more likely that they will indeed report being employed in their field of study when they exit the college.

Institutional Goal 7: Fiscal-Build a sustainable and stable fiscal base/ Institutional Objective 7B: Identify and develop sources of revenue beyond annual state allocations to support institutional effectiveness

In an indirect way, Work Experience that is supported by subsidized employement, whether through Work Study (CalWORKs, Federal Work Study) or grants and other programs, contributes to building a sustainable and stable fiscal base.

C. Identify how your program helps students achieve Institutional Learning Outcomes. .

1. Personal, Academic, and Professional Development

In the Work Experience program/course the student identifies and focuses on increasing their knowledge and performance in personal/professional core workplace competencies. 35% of the total grade for the course is based on the demonstrated learning in personal/professional woprkplcae skills.

2. Critical Thinking and Communication

In the Work Experience program/course students learn how to develop S.M.A.R.T. Learning Objectives (that are substantive, meaningfulful and measureable) and then through observation, questioning, reflection increase their knowledge and skills in each Learning

Objective from their on-the-job experience. Each step of this learning process addresses critical thinking and communication skills.

3. Scientific and Environmental Understanding
The Work Experience program/course addresses this Institutional Learning Objective through the component of the course the asks the student to enhace and expand their level of understanding and performance in at least one area of technical knowledge or skill associated with the work position. This technical area will often address the ILO of students achieving greater Scientific and Environmental Understanding.

4. Social, Historical, and Global Knowledge and Engagement
The Work Experience program/course does not specifically address this Institutional Learning Objective, although through exposure to and engagement with the "real world" of work from the perspective of a student, students completing a Work eXperience course will most likely, to some extent,achieve greater Social, Historical, and Global Knowledge and Engagement. Some of the studnets' work experience positions directly address this ILO.

5. Artistic and Cultural Knowledge and Engagement
The Work Experience program/course does not specifically address this Institutional Learning Objective, although through exposure to and engagement with the "real world" of work from the perspective of a student, students completing a Work eXperience course will most likely, to some extent,achieve greater Artistic and Cultural Knowledge and Engagement. Some of the studnets' work experience positions directly address this ILO.

6. Technological and Informational Fluency
The Work Experience program/course requires the student to function with a high level of fluency in the technological and informational realm. Student complete the course using Canvas, submit all documents in digital format (which often requires converting formats), interface with and use Word, Excel, PowerPoint, etc., as well as use email, text, Zoom and other virtual platforms for communication.

III.   PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS
(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

The data components are hyperlinked below.

General Enrollment (Insert Aggregated Data Chart)

Work Experience (Non Dual Enrollment)

6 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
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SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
All	Multiple values	Not Dual Enrollment	All

All Enrollments

% Change - Overall College Enrollments

% Change - All
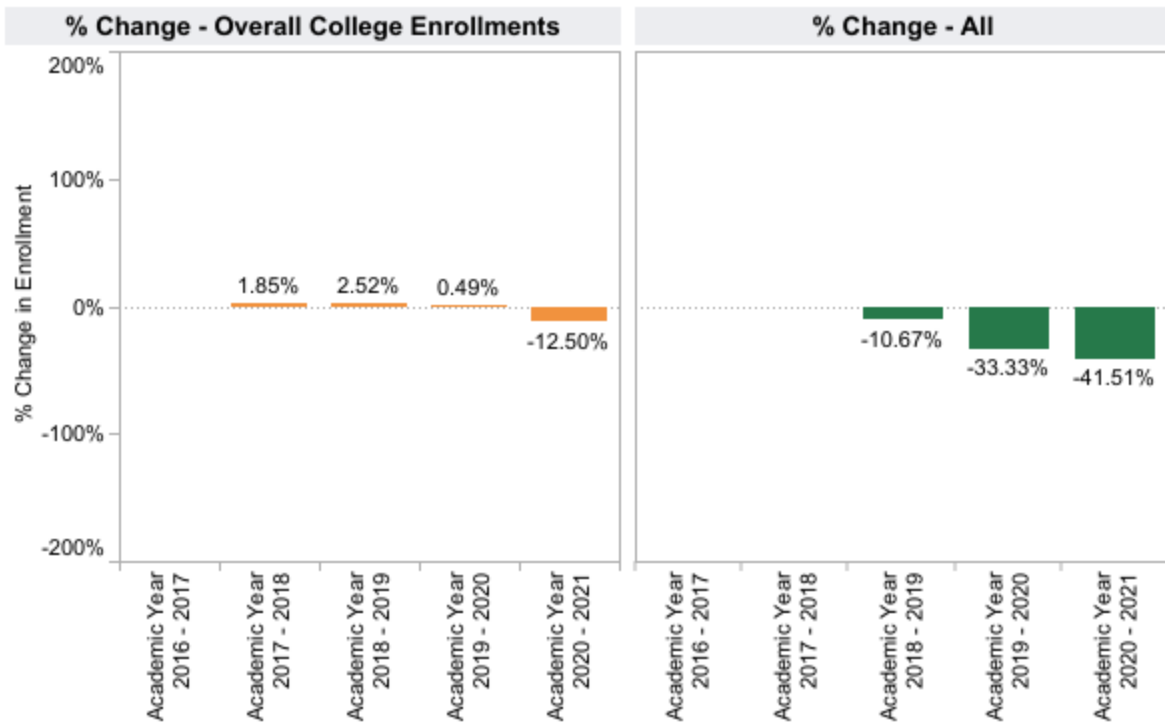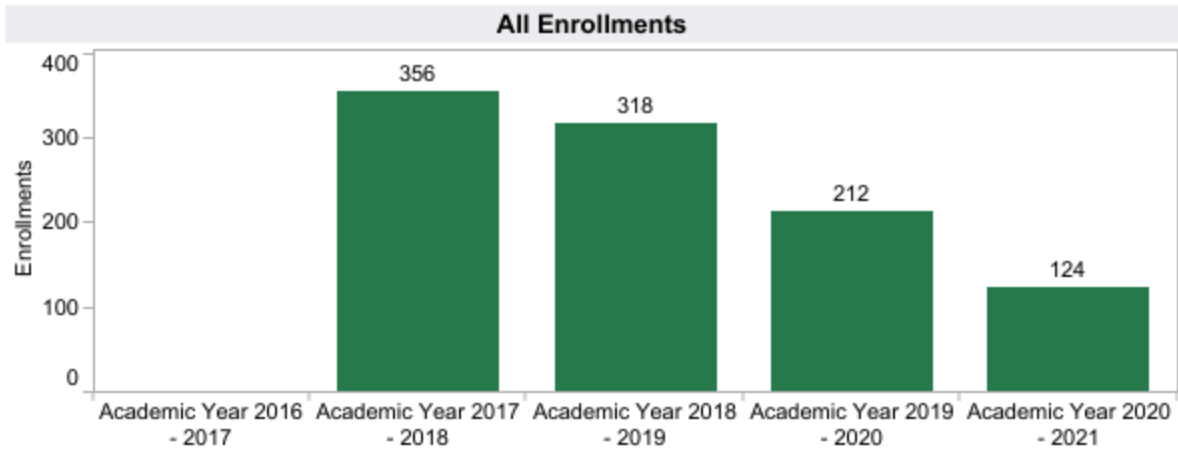
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Enrollment in WEXP 251 and WEXP 252 has decreased considerably since 2018-19. As noted above, the decrease in enrollment is due to multiple factors: challenging jobs environment due to Covid, recent enforcement of Financial Aid regulations that makes Work Experience ineligible for aid for many students, and the Chancellor's Office Strategy to minimize the number of units a student accumulates to complete a degree. Not having a Faculty Lead who can consistently promote the program with students, Counseling, other disciplines and faculty, as well as with employers and the community, may also be a factor.

Career Connections conducted a survey with students in December 2021 which yielded over 900 responses. Students who indicated an interest in an internship or Work Experience specifically will be followed up with.

In Spring 2022 a strategic plan for Career Connections will include options for better promoting the Work Experience course with all constituencies of the program. The value of the course for the students is confirmed by the testimonies of students and supervisors.

Several disciplines have offered Work Experience (e.g. ATCH, BUS, CUL, KINE), but overall that enrollment has been limited, generally ranging between 1 and 4 students per term).
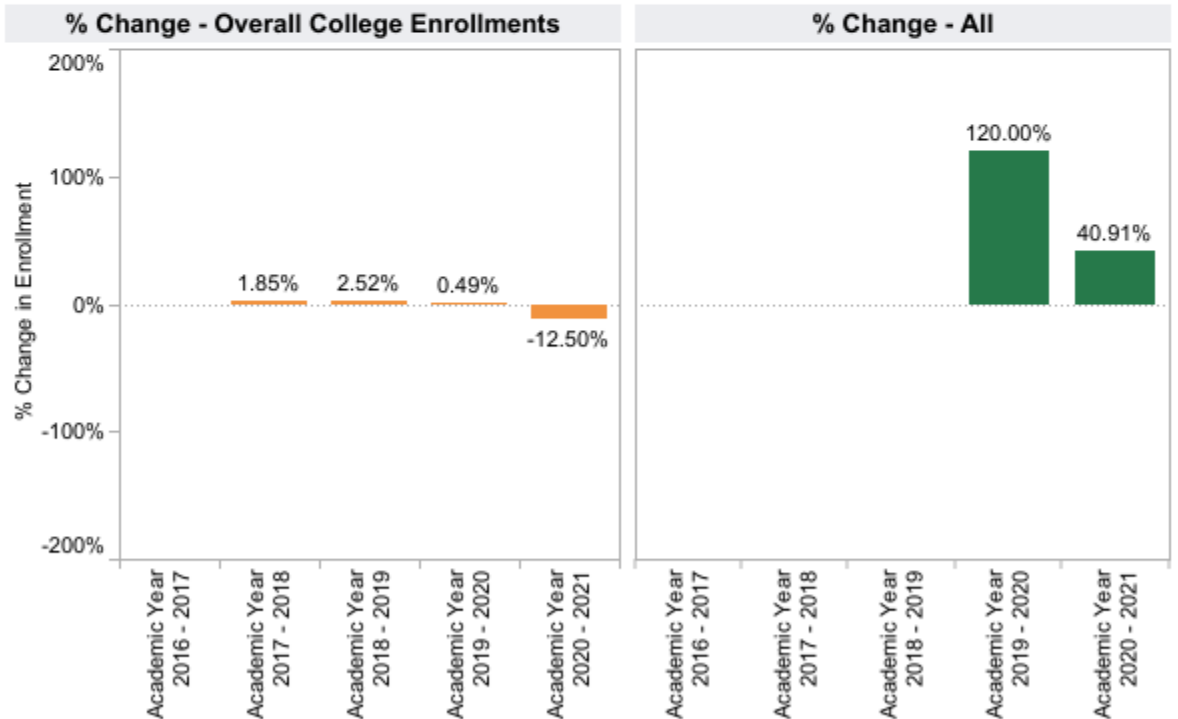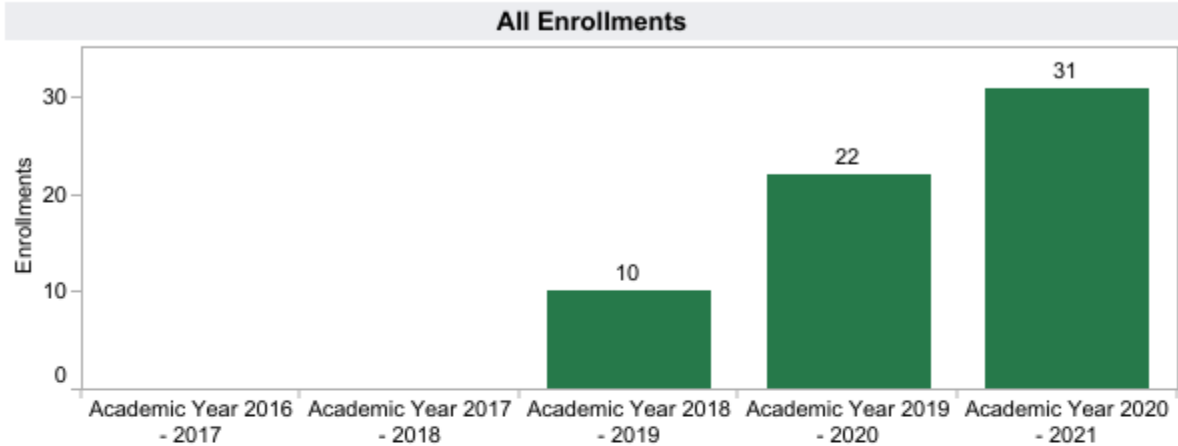
SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
All	WEXP 252	Dual Enrollment	All

All Enrollments

% Change - Overall College Enrollments
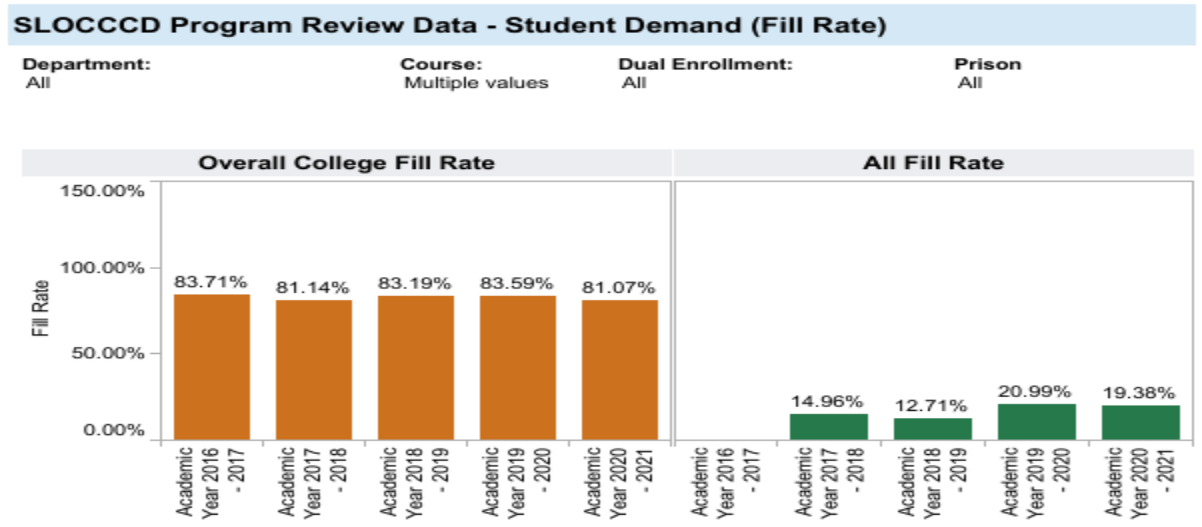

% Change - All

Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

In 2018-19, Lucia Mar offered Work Experience as Dual Enrollment as a pilot at Nipomo High School, which has expanded to included Paso Robles High School. Work

Experience is currently offered in two career pathways health (NHS and PRHS) and agriculture (NHS). Enrollment is completely dependent on the number of students in the capstone pathway course who are interested in and able to complete a work placement.

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

The fill rate of sections of WEXP 251/252 is not a factor for Work Experience since the schedule consists of offering one section of both WEXP 251 and WEXP 252 for 1.0, 2.0, 3.0 and 4.0 units for Full-term sections and 1.0, 2.0 and 3.0 units for late-start sections (15 weeks and 12 weeks). These sections carry no load for the instructor. The issue is not one of over scheduling but stems from the overall drop in enrollment in Work Experience.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: All	Course: Multiple values	Dual Enrollment: All	Prison All

Overall College Fill Rate

- Academic Year 2016 - 2017: 83.71%
- Academic Year 2017 - 2018: 81.14%
- Academic Year 2018 - 2019: 83.19%
- Academic Year 2019 - 2020: 83.59%
- Academic Year 2020 - 2021: 81.07%

All Fill Rate

- Academic Year 2016 - 2017: (none)
- Academic Year 2017 - 2018: 14.96%
- Academic Year 2018 - 2019: 12.71%
- Academic Year 2019 - 2020: 20.99%
- Academic Year 2020 - 2021: 19.38%

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

[General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)](#)

Efficiency rate is not relevant to Work Experience each section represents no faculty load. Faculty load is per student and is set by a formula per the faculty contract. The bigger is is sue is overall cost to the college of the personnel supporting the Work Experience program. For the past few years, the Director of Community Engagement has filled most of the duties of a Faculty Lead for the program, that is, monitoring and updating program policies, revising the CWE District Plan, developing and updating all program forms (assignements, orientation, quiz) as well as the Canvas shell, and troubleshooting and addressing any student issues questions that arise.

At some point the college will want to evaluate the roles of the Director, Faculty Lead and Secretary II position that suppor the Work Experience program.
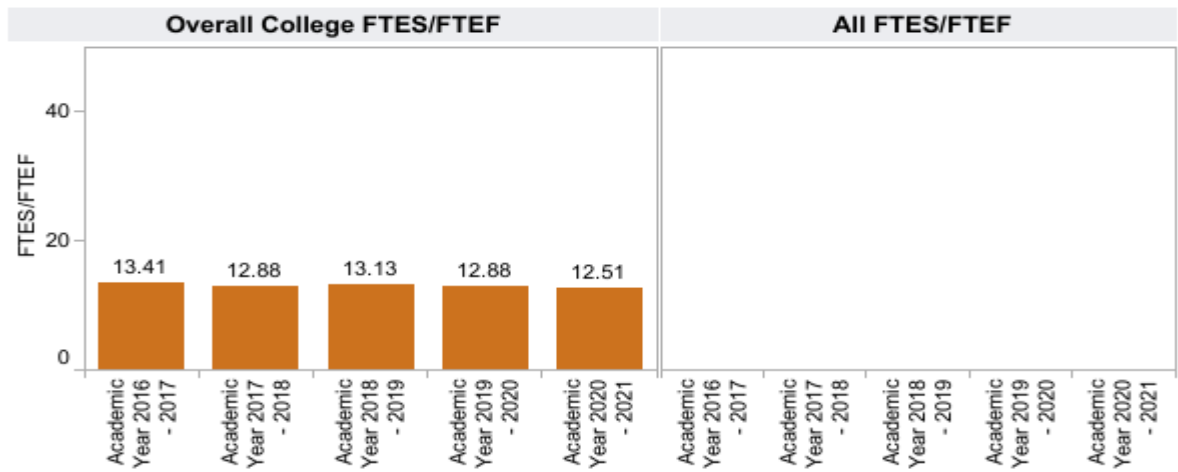
11 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
All	Multiple values	All	All

Overall College FTES/FTEF | All FTES/FTEF

Academic Year	FTES/FTEF
Academic Year 2016 - 2017	13.41
Academic Year 2017 - 2018	12.88
Academic Year 2018 - 2019	13.13
Academic Year 2019 - 2020	12.88
Academic Year 2020 - 2021	12.51

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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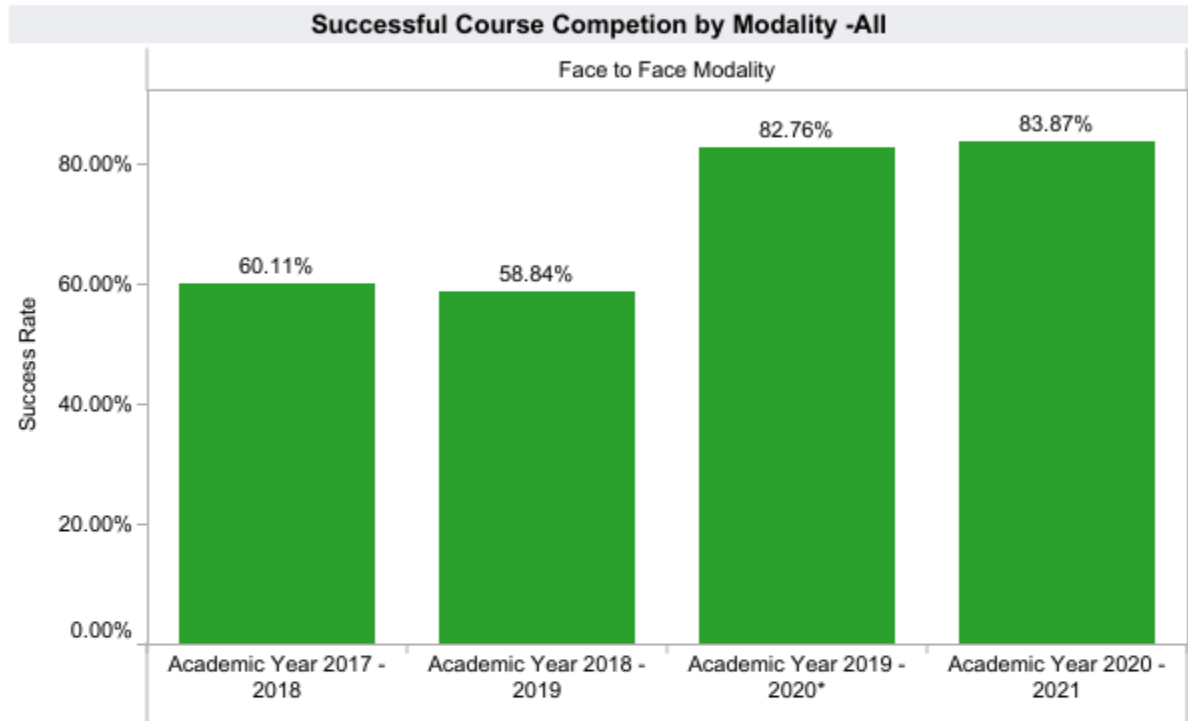[Student Success—Course Completion by Modality (Insert Data Chart)](#)

Work Experience

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
Multiple values

Legend:
🟩 Face to Face Modality

Successful Course Competion by Modality -All

Face to Face Modality

Academic Year	Success Rate
Academic Year 2017 - 2018	60.11%
Academic Year 2018 - 2019	58.84%
Academic Year 2019 - 2020*	82.76%
Academic Year 2020 - 2021	83.87%

Successful Course Competion by Modality Table - All

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	75.67%	75.68%	76.86%	76.30%	84.07%	84.36%
	Total Department Enrollm..	52,399	53,121	53,586	52,830	51,888	11,702
Online Modality	Department Success Rate	69.41%	70.47%	71.39%	73.13%	78.55%	72.63%
	Total Department Enrollm..	9,950	10,438	12,311	14,888	16,965	48,503

13 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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The course is not formally identified as a Distant Education course even though by regulation there are no required in person classes other than one meeting with the Faculty Advisor and an in-person Job Site. The fact that the pattern of the assignments does not follow a regular full-term DE course may impact the level of participation of students enrolled in the course.

Degrees and Certificates Awarded (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the Institutional Set Standard. If your program did not meet the Institutional Set Standard, please describe how you will implement activities to meet the Institutional Set Standard.

What resources might you need to meet and exceed the Institutional Set Standard?

> N/A- WEXP 251 and WEXP 252 are stand-alone transfer-level courses. of Work Experience courses that attached to a disciplined could count towards fulfilling a course requirement for a degree or certificate. This is the case, for example, with Automotive Repair with other disciplines considering this option.

General Student Success – Course Completion (Insert Aggregated Data Chart)

> Work Experience has worked hard in recent semesters to reduce the number of students who do not submit the required initial forms and orientation quiz and thus must be dropped prior to Census or stop participating in the course and then are a late drop or end up not completing the course. Considerable effort is invested throughout the semester but especially at the beginning in connecting with all enrolled students to prompt them to stay on track and complete the assignments. The program continues to assess the drop or non-participation rate and come up with creative responses to engage students early on in the term.

> Once a student commits to completing the course, which is demonstrated by the student completing the meeting with the Faculty Advisor and finalzing the Learning Objectives (Form C), student completion is very high.

What resources might you need to meet and exceed the Institutional Set Standard?

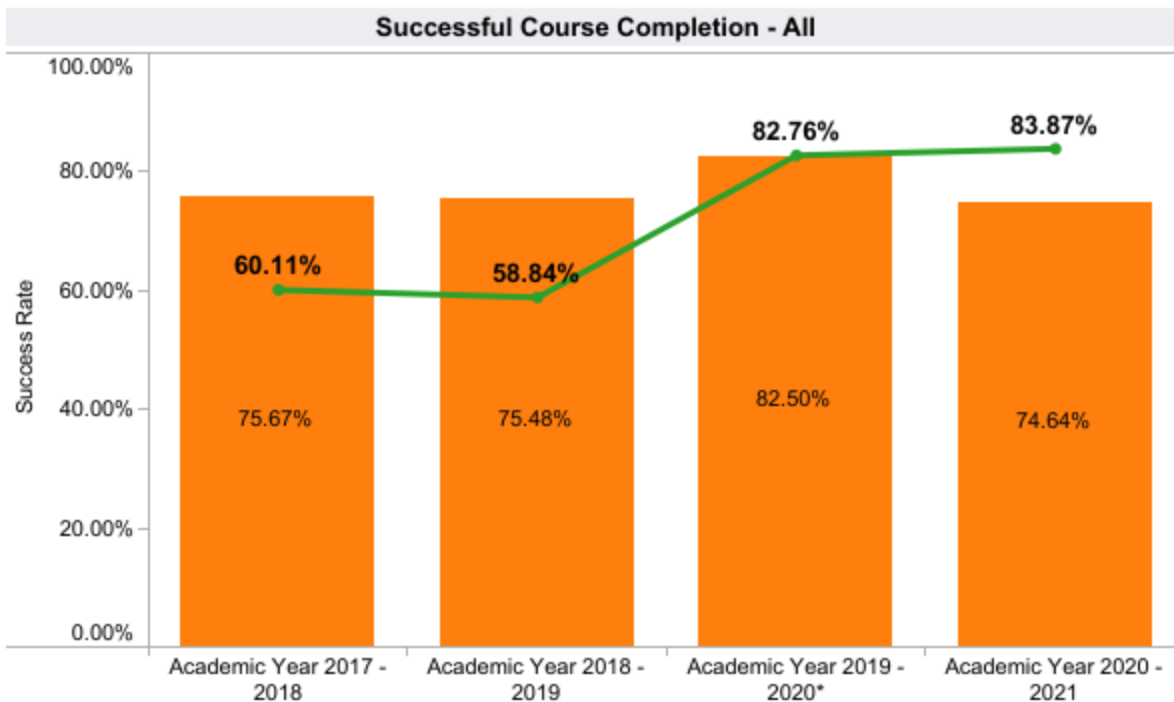## SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

COURSE
Multiple values

TERM
All

Measure Names
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - All

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success Rate	60.11%	58.84%	82.76%	83.87%
Overall College Success Rate	75.67%	75.48%	82.50%	74.64%

All Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	60.11%	58.84%	82.76%	83.87%
Total Enrollments	356	328	234	156

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The success rate of students taking Work Experience courses is above the college average. This course is not rigorous in terms of academics, although there are college-

level course assignments; student success hinges more on students learning and applying workplace competencies. Passing this course is not at all challenging for students who commit to completing all the steps and assignments, which cover the quality of the participation in their job as well as in the class. Misunderstandings arise when students take the course with the impression that it is an "easy A" and then discover that there is substantive wok involved with learning how to develop a SMART goal (SLO 1), identify and apply workplace competencies (SLO 2), and reflect and report on the knowledge, skill and personal discoveries gained about the Learning Objectives (SLO 3). Addressing the discrepancy in the perception of the rigor of Work Experience, especially among the Counselors, is one of the objectives for the program going forward.

Review the Disaggregated Student Success charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

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I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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Student Characteristics and Enrollment Trends

CUESTA COLLEGE
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

Select Term:
Fall

Select Region:
All

Select Department:
Work Experience - Coop..

Dual Ernollment:
All

Prison:
All

Select Variable:
Ethnicity

Unduplicated Headcount

Choose
- Hispanic / Latino
- Two or More Races
- White

Student Major

Major	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
High School Enrichment	212	114	63		1		1
CSU General Ed. Breadth (CA)	20	30	26	31	20	10	2
Pre-Nursing (AS)			9	19	19	14	19
Business Administration (AST)	2	9	10	12	19	8	6
Psychology (AAT)	1	6	4	15	14	7	9
Communication Studies (AAT)	2	2	6	5	5	7	5
Kinesiology (AAT)		4	3	11	9	2	2
LA: Social & Behavior Sci (AA)		2	4	6	9	3	6
LA: Mathematics & Science (AA)	5	11	10	3	1		
Early Childhood Educ. (AST)	2	1	7	8	2	6	
LA: Arts & Humanities (AA)	2	3	3	6	7	5	2

First Generation
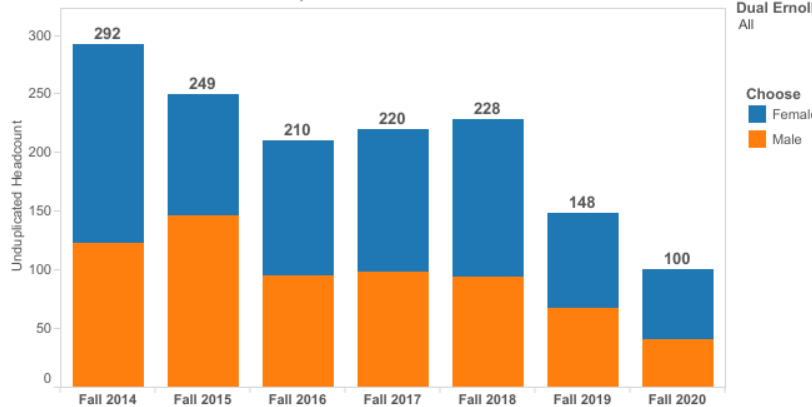
Work Experience and Career Connection staff have been actively

Student Characteristics and Enrollment Trends

Select Term: Fall
Select Region: All
Select Department: Work Experience - Coop..
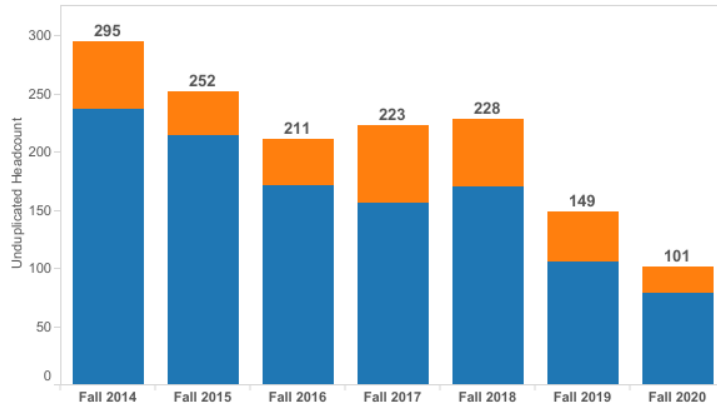
Dual Ernollment: All
Prison: All
Select Variable: First Generation Status

Unduplicated Headcount

Choose
■ First Generation
■ Not First Generation

Fall	Headcount
Fall 2014	295
Fall 2015	252
Fall 2016	211
Fall 2017	223
Fall 2018	228
Fall 2019	149
Fall 2020	101

Student Major

Major	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
High School Enrichment	212	114	63		1		1
CSU General Ed. Breadth (CA)	20	30	26	31	20	10	2
Pre-Nursing (AS)			9	19	19	14	19
Business Administration (AST)	2	9	10	12	19	8	6
Psychology (AAT)	1	6	4	15	14	7	9
Communication Studies (AAT)	2	2	6	5	5	7	5
Kinesiology (AAT)		4	3	11	9	2	2
LA: Social & Behavior Sci (AA)		2	4	6	9	3	6
LA: Mathematics & Science (AA)	5	11	10	3	1		
Early Childhood Educ. (AST)	2	1	7	8	2	6	
LA: Arts & Humanities (AA)	2	3	3	6	7	5	2

Student Characteristics and Enrollment Trends

Select Term: Fall	Select Region: All	Select Department: Work Experience - Coop..
Dual Enrollment: All	Prison: All	Select Variable: Gender

Unduplicated Headcount

Choose
- Female
- Male

Student Major

Major	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
High School Enrichment	212	114	63		1		1
CSU General Ed. Breadth (CA)	20	30	26	31	20	10	2
Pre-Nursing (AS)			9	19	19	14	19
Business Administration (AST)	2	9	10	12	19	8	6
Psychology (AAT)	1	6	4	15	14	7	9
Communication Studies (AAT)	2	2	6	5	5	7	5
Kinesiology (AAT)		4	3	11	9	2	2
LA: Social & Behavior Sci (AA)		2	4	6	9	3	6
LA: Mathematics & Science (AA)	5	11	10	3	1		
Early Childhood Educ. (AST)	2	1	7	8	2	6	
LA: Arts & Humanities (AA)	2	3	3	6	7	5	2

Among the students completing the Work Experience course 39.29% are Latinx/Hispanic. This reflects the percentage of the Latinx population attending Cuesta College and in the SLO community. The absence of other ethnicity groups among the students completing Work Experience is unacceptable and must be addressed with intention and action. Not only can the message about Work Experience be disseminated more effectively so as to reach greater diversity among Cuesta students, the message about the discipline-based courses (e.g. BUS 253, CUL 252, KINE 252, WELD 252) can also be more effectively developed and communicated. It is noteworthy that data for dual enrollment closely matches the data for non dual enrollment students in terms of ethnicity.

Males represent 41% of students completing work experience. Investigative effort will be required to identify and understand the factors behind the lower enrollment of males in Work Experience compared to females. The nature of the courses shouldn't be a factor. Males represent a slightly higher percentage of the dual enrollment students,

The vast majority of the first generation students enrolled in Work Experience are dual enrollment (Paso Robles and Nipomo High Schools). Outreach and marketing plan for Work Experience will integrate a focus on better addressing the needs of first generation students.

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

IV.   CURRICULUM REVIEW

List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR.
Complete the Curriculum Review Template and submit the form within your CPPR.

WEXP 251 – General Work Experience and WEXP 252- Occupational Work Experience are the only active two courses in the WEXP discipline.

All Work Expoerience courses, including the discipline-based courses (e.g. ART 200, BUS 253, CUL 252, KINE 252) were updated in December 2020 effective Fall 2021

Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives

20 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

[WEXP cppr curriculum review guide 2022](#)

V.   PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

Attach or insert the assessment calendar for your program for the next program review cycle.

[WEXP-CWE SLOs MAP 2022](#)

Student Learning Outcomes are assessed each semester. The Faculty Advisor Grade sheet, which lists and records student scores on all assignments, simultaneously serves to document the scores of the Student Learning Outcomes. The Faculty Lead Is able to enter SLOs in the same process as entering grades. (Note: Individual Faculty Advisors are not listed as Instructor-of-Record for sections of Work Experience. The Program Office collects Grades sheets from Aaculty Advisors and grades and SLOs are entered by the Faculty Lead.

The Faculty Grade sheet, as are all materials for the Work Experience program, are also used by instructors/Advisors of discipline-basd sections of Work Experience.

Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

The assessments of the Student Learning Outcomes for Work Experience are embedded in the core assignments of the course and the results are entered on the Faculty Advisor Grade Sheet completed at the end of the term for each student. The Grade Sheets are reviewed each term. The lack of a Faculty Lead for Work Experience has interrupted the entering of SLO assessment data for Work Experience in eLumen.

Converting delivery and submission of all course materials to Canvas was in part initiated by a review of the SLO assessments. The orientation and quiz which informs the students of the course requirements has been revised as a result of the SLO assessments, as were

several assignments, in particular the Learning Agreement, Reflection Assignment and lesson and assessment on Core Workplace Competencies.

Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

There is only one basic course offered as Work Experience. The Program SLOs duplicate the WEXP251/252 course SLOS.

Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

This project is in progress in Spring 2022. The Institutional Learning Objectives have been mapped and assessments identified within the course. eLumen needs to be completed for the ILOs.

Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes. Review of the SLO assessments informed faculty recommendations for course/program improvement reated to the following areas:

- Revise assignments, points value and distribution to SLOs
- Revise Course Orientation and acommunication in Canvas to include more specific details of course requirements, deadlines and implications of not completing assignments fully or by the due date/deadline.
- Update and add materials to course (Canvas) on developing S.M.A.R.T. learning objectives and added an additional assignment, as well as dividing an existing assignment into two steps to better identify and assess student work on developing learning objectives.
- Clarify communication process between student and Advisor and student and Program Office to ensure that communication doesn't interfere with student coursework performance in the course.
- Updated all course forms to reflect above suggestions and in part to align with statewide standards of nomenclature.

Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet.

The need for Faculty Lead oversight of the PDS courses and programs could be served by bringing the PDS and Work Experience programs under one Faculty Lead position. Both programs address the same knowledge and skill areas (workplace competencies). Both programs fall under the operations of Career Connections and Communication

Engagement. And both programs have experienced a drop in student enrollment. The request would be for a operational Faculty Lead as was at one time in place for Work Experience. An alternative would be a Faculty Lead for PDS that is an hourly position as is currently the situation for Work Experience.

Work Experience is in great need of targeted outreach and marketing with students, employers, and Chambers of Commerce and other Human Resoruces and employer/business community outlets. There is a cost to promote opportunities and events with this critical community. This promotion could be coordinated between PDS and Work Experience. The benefit of greater awareness of these programs not only serves these programs directly with enrollment, through the participation of their employees, employers establish a stronger, positive relationship with the college through these programs.

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

Institutional Goals and Objectives
The revisions to core course components, as noted above, were focused on addressing student learning as well as the ability of the course to better document this student learning. This program development directly addresses Institutional Goals 1 and 5.

Institutional Learning Outcomes
As with Institutional Goals and Objectives, the revisions to core course components were focused on addressing student learning as well as the ability of the course to better document this student learning. This program development directly addresses Institutional Learning Objectives 1, 2 and 6.

Program outcomes
The revisions to core course components were focused on addressing student learning as well as the ability of the course to better document this student learning. As the Program outcomes are the same as the course outcomes (given there is one Work Experience course) the program development that directly address the course SLOs simultaneously address the program Learning Outcomes.

Indicate any anticipated changes in the following areas:

Curriculum and scheduling
Anticipated curriculum changes include adding a Work Experience course in new academic discplines. Another change would be for additional CTE programs to list the Work Experience course as fulfilling a unit requirement for their certificate.

Support services to promote success, persistence and retention
The Work Experience program invests in both its structure and implementation considerable resources to promote success, persistence and retention. The level of support provided to students by program support staff and Faculty Advisor is deliberate and is a factor of the student performance in the course.

Facilities needs- N/A

Staffing needs/projections
The Work Experience program has benefitted, especially in the current academic year, from having a Faculty Lead that has worked on hourly basis. This assignment facilitated completing numerous tasks reserved for a instructor that are outside of the Faculty Advisor role.

The need for permanent Faculty Lead oversight of the Work Experience programs could be served by bringing the PDS and Work Experience programs under one Faculty Lead position. Both programs address the same knowledge and skill areas (workplace competencies). Both programs fall under the operations of Career Connections and Communication Engagement. And both programs have experienced a drop in student enrollment.

The request would be for a operational Faculty Lead as was at one time in place for Work Experience.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

Work Experience is in great need of targeted outreach and marketing with students, employers, and Chambers of Commerce and other Human Resoruces and employer/business community outlets. There is a cost to promote opportunities and events with this critical community. This promotion could be coordinated between PDS and Work Experience. The benefit of greater awareness of these programs not only serves these programs directly with enrollment, through the participation of their employees, employers establish a stronger, positive relationship with the college through these programs.

Work Experience could definitely be better promoted with employers/supervisors to make the opportunity for an employee and supervisor to identify and work on specific job-related learning objectives and address existing performance and communication issues more visible to the employers.

VII.   END NOTES

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I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

VIII. After completing and submitting this document, please complete the Overall Program Strength and Ongoing Viability Assessment with your Dean before May 13, 2022.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Matthew Green	Matthew Green (Mar 9, 2022 08:37 PST)	
Division Chair/Director Name	Signature	Date

Nanette Piña-Stevens	Nanette Pina-Stevens (Mar 9, 2022 08:34 PST)	03.09.2022
Name	Signature	Date

Julie Franklin	Julie Franklin (Mar 8, 2022 17:10 PST)	3/8/2022
Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

26 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found by clicking this link.

APPLICABLE SIGNATURES:

Ryan Cartnal   03/16/2022

_____   3/31/22
Vice President/Dean   **Date**

_____
Matthew Green (May 9, 2022 08:37 PST)
Division Chair/Director/Designee   **Date**

_____
Other (when applicable)   **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

CWE 2021 Instructional CPPR

Final Audit Report   2022-03-31

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